

# EDUC 462

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## Instructional Media & Technology

Dr. Kevin Pyatt

Smr 2012

### Instructor's Contact Information:

Office: Williamson 318B  
Phone: 509-359-6091  
Email: [kpyatt@ewu.edu](mailto:kpyatt@ewu.edu)  
Office Hours:  
T, (2-3pm); Tr (2-3pm)  
*or by appointment*

### Course Information:

EDUC 462  
Smr., 2012  
Online

### Weblogs:

[http://sites.ewu.edu/kpyatt/  
futurelearningnow.blogspot.com/  
informationinquiry.blogspot.com/](http://sites.ewu.edu/kpyatt/futurelearningnow.blogspot.com/informationinquiry.blogspot.com/)

### CourseWiki:

[www.educ462.wikispaces.com](http://www.educ462.wikispaces.com)

### Course Description

This course is designed to empower teachers with the tools necessary to make informed decisions regarding the methods which are best used to create learner-centered instruction. Students will determine what defines an effective learning tool, where they can be found, how they can be created, and how to best use them to support the creation of learner-centered (21st Century) environments. Students will investigate the learning impact that media-rich and learn-by-doing environments have on memory and far-transfer of learning, and will also examine the learning impact that assistive technologies have on the learner. Students will explore the use of internet-associated learning tools (e.g., WebLogs, Wikis, RSS feeds, Podcasting/Screencasting, educational games); multimedia authoring tools; assessment tools (e.g., Hot Potatoes, WebAssign, and Student-tailored rubrics); and data-analysis tools in MS Excel. The Ethical underpinnings associated with Instructional media will also be discussed throughout the course, as will student-associated research in the area of Instructional Media & Technology.

## Course Competencies

The student will:

- (1) Compare/contrast the learning paradigms of the Industrial-age and Information-age with respect to technology, learning tools, generational characteristics, and learner expectations and needs.
- (2) Describe today's student, 21<sup>st</sup> Century learning environments, and the requisite technologies which support them.
- (3) Determine what defines an effective learning tool, where they can be found, and how to best use them in creating learner-centered, 21<sup>st</sup> Century learning environments.
- (4) Investigate the learning impact that media-rich, interactive environments have on retention and far-transfer.
- (5) Demonstrate use of:
  - (a) Communication tools (asynchronous & synchronous) (e.g., Skype, Mozilla products)
  - (b) Internet & associated tools (e.g., Weblogs, Wikis, RSS, Podcasting, Screencasting)
  - (c) Authoring tools (e.g., Dreamweaver, Flash, Fireworks, Adobe Photoshop, Adobe Illustrator)
  - (d) Assessment tools (e.g., Hot Potatoes, WebAssign, Rubric Creation Tools)
  - (e) Productivity tools (e.g., word processing, hypermedia, multimedia, digital imaging, spreadsheets, web research)
- (6) Design and defend an educational unit that utilizes a variety of media and other resources to promote authentic student learning.
- (7) Explore the Ethical underpinnings associated with Instructional media & Technology.
- (8) Develop research strategies which can be used to follow, evaluate, adopt/reject and defend emerging learning technologies and promising instructional methods.

## Prerequisites

Junior level standing. Washington State Patrol form submitted or permission of the instructor.

## Required Texts

- 1) Oblinger, D., & Oblinger, J. L. (2005). Educating the net generation Available from <http://bibpurl.oclc.org/web/9463>
    - a. **NOTE:** The book "Educating the net generation" may be downloaded for **free** in pdf form @<http://bibpurl.oclc.org/web/9463> or purchased as paper-bound version from online vendor such as amazon.
  - 2) Prensky, M. (2006). *"Don't bother me Mom, I'm learning!" : how computer and video games are preparing your kids for twenty-first century success and how you can help!* (1st ed.). St. Paul, Minn.: Paragon House.
  - 3) Richardson, W. (2009). *Blogs, wikis, podcasts, and other powerful web tools for classrooms* (2nd ed.). Thousand Oaks, Calif.: Corwin Press.
- OR
- 4) Richardson, W. (2006). *Blogs, wikis, podcasts, and other powerful web tools for classrooms*. Thousand Oaks, Calif.: Corwin Press.

## Recommended Texts & Materials

- 5) Williams, R. & Tollett, T. (2005). *The Non Designer's Web Book – an easy guide to creating, designing, and posting your own website*. 3rd ed. Berkeley, CA: Peachpit Press.  
NOTE: The 2nd ed. Of this book will also suffice.
- 6) WebCam for use with online video conferencing.

**ISTE (International Society for Technology in Education) Standards (2007)****I. TECHNOLOGY OPERATIONS AND CONCEPTS**

Teachers demonstrate a sound understanding of technology operations and concepts. Teachers:

1. *Demonstrate introductory knowledge, skills, and understanding of concepts* related to technology (as described in the ISTE National Educational Technology Standards for Students).
2. *Demonstrate continual growth in technology knowledge and skills* to stay abreast of current and emerging technologies.

**II. PLANNING AND DESIGNING LEARNING ENVIRONMENTS AND EXPERIENCES**

Teachers plan and design effective learning environments and experiences supported by technology. Teachers:

1. *Design developmentally appropriate learning opportunities* that apply technology-enhanced instructional strategies to support the diverse needs of learners.
2. *Apply current research* on teaching and learning with technology when planning learning environments and experiences.
3. *Identify and locate* technology resources and evaluate them for accuracy and suitability.
4. *Plan for the management* of technology resources within the context of learning activities.
5. *Plan strategies* to manage student learning in a technology-enhanced environment.

**III. TEACHING, LEARNING, AND THE CURRICULUM**

Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning. Teachers:

1. *Facilitate technology-enhanced experiences* that address content standards and student technology standards.
2. *Use technology to support learner-centered strategies* that address the diverse needs of students.
3. *Apply technology to develop students' higher-order skills and creativity.*
4. *Manage student learning activities* in a technology-enhanced environment.

**IV. ASSESSMENT AND EVALUATION**

Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies. Teachers:

1. *Apply technology in assessing student learning* of subject matter using a variety of assessment techniques.
2. *Use technology resources to collect and analyze data, interpret results, and communicate findings* to improve instructional practice and maximize student learning.
3. *Apply multiple methods of evaluation* to determine students' appropriate use of technology resources for learning, communication, and productivity.

**V. PRODUCTIVITY AND PROFESSIONAL PRACTICE**

Teachers use technology to enhance their productivity and professional practice. Teachers:

1. *Use technology resources to engage in ongoing professional development and life-long learning.*
2. *Continually evaluate and reflect on professional practice* to make informed decisions regarding the use of technology in support of student learning.
3. *Apply technology to increase productivity.*
4. *Use technology to communicate and collaborate* with peers, parents, and the larger community in order to nurture student learning.

**VI. SOCIAL, ETHICAL, LEGAL AND HUMAN ISSUES**

Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice. Teachers:

1. *Model and teach legal and ethical practice related to technology use.*

2. *Apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.*
3. *Identify and use technology resources that affirm diversity.*
4. *Promote a safe and healthy use of technology resources.*
5. *Facilitate equitable access to technology resources for all students.*

## Policies

### *Expectations*

This course requires weekly readings of material that are relevant to course discussions and projects. It is expected that students attend and be prepared for each class session.

### *Assignments*

Assignments should be submitted to your instructor in-class, or via email. If the assignment is submitted via email, you should expect a return email stating that the assignment has been received. If a receipt email is not received, then assume that the instructor did not get your assignment.

### *Due Dates*

<sup>1</sup>At the beginning of the course an assignment schedule will be posted in the course room. <sup>2</sup>This schedule will have the due dates for all assignments for the entire quarter. <sup>3</sup>The due dates for these assignments are fixed. <sup>4</sup>The due dates will not change unless the instructor changes them in advance and notifies students of any deviation from the originally posted schedule. <sup>5</sup>**NO LATE WORK WILL BE ACCEPTED** <sup>6</sup>If a student has an emergency or illness (vacations excluded) that causes the student to miss an assignment, the student is required to submit a written note to the instructor describing the situation; why the assignment was missed, which assignment(s) were missed, and when they plan to submit the missing work (i.e., specific date, day and time) when assignment will be made-up. <sup>7</sup>If a student has a non-emergency, (e.g., sporting event, recital, wedding, competition, or other similar activity) that causes the student to miss an assignment, the student **MUST** complete the assignment prior to the regularly scheduled due date. <sup>8</sup>Extensions/Late work will not be accepted.

### *Grading Scale*

Eastern Washington University's 4pt. grade system is used in this course. To calculate your grade in this course, simply multiply your grade percent by 4.

### *Academic Integrity*

It is expected that all students follow Eastern Washington University's Academic Integrity Policy. For review of this policy visit: <http://www.ewu.edu/x4319.xml>

### *Professional Deportment*

At the beginning of the course, students will be presented with the Education Department's Professional Deportment form. This form describes the professional dispositions that all students are held to and expected to engage in on a continual basis. Students are to sign the professional deportment form, and abide by its terms. Any deviation from these dispositions will result in a documented incident report that will be filled out by the instructor, along with a face-to-face meeting. Continued disregard for the dispositions (more than one instance), may result in failure in the course.

### *Students with disabilities*

Americans with Disabilities Act Compliance. Any student who may need an accommodation due to a disability should make an appointment to see me as soon as possible. A memo from the Eastern Washington University Disability Support Services Office authorizing your accommodations will be needed. For more information, contact EWU Disability Support at (509) 359-6871 or <http://www.ewu.edu/x2336.xml>.

### *Student Web Space*

For those of you who will be creating a course-specific website you have the option of using the dedicated webspace which is provided to you via your tech. fee. To find out more about accessing the student webspace go to <http://techfee.ewu.edu/websites/>.

*Learning Philosophy*

This course attempts to model skills and attitudes from the field of instructional design as they relate to instructional training, and educational environments. As such, there are two central strands by which learners' projects/assignments are evaluated: Performance and Completion. All of the assignments in this course are evaluated strictly in terms of the competencies for the assignment, and the degree to which these competencies have been met. The assignments involve extensive thought, research, evaluation, synthesis and application as you attempt to prepare solid work that is relevant and usable to within your professional context. Be sure to submit assignments as described in the syllabus and in the evaluation rubrics. If there are particular elements of an assignment that did not meet or achieve a given competency, then the learner may revise this aspect of the assignment (except for the final project). You have 1 week to resubmit work, and in the revised submission, include an attached point-by-point description of the changes that were made and how the competency (in your view) has been met. The points assessed on the second revision will be 90% of the total points available for the original submission. For example: If you submitted an assignment that had a 10 pt value, and there were competencies of this assignment that were not met, (say you got 6/10), then you can resubmit the assignment with appropriate revisions. If you addressed the competencies which were under question in the original submission, then your final "performance" would be  $(.90 * 10/10) = 9/10$ . The rationale for such an evaluation is that- performance matters- and is dependent on, not only the degree to which the competencies are met, but also the span of time necessary to meet the competencies. This system allows learners to continue to improve on the competencies of a given assignment.

**Course Schedule (Tentative)**

<b>Wk.</b>	<b>DATE</b>	<b>TOPIC</b>	<b>TOOLS</b>	<b>READINGS/ASSIGNMENTS &amp; DISCUSSIONS</b>
1	6/25	Learning Paradigms: Industrial-age vs. Information-age (Today's Student & 21 <sup>st</sup> Century Learning/Teaching)	Aggregators: RSS feeds, Mozilla Suite, Skype	A. *(Oblinger and Oblinger 2005) Ch(s). 1, 2, 3, 4 B. (Richardson 2009) Ch(s). 1, 5 C. (Prensky 2006) Ch(s). 1-3 D. *(O.S.P.I. 2008)
2	7/2	Tools vs. Methods; Learning Theory & Instructional Tech.	Social Bookmarking, Search Tools, WebStart	A. (Oblinger and Oblinger 2005) Ch(s). 5, 6, 7, 8 B. (Prensky 2006) Ch(s). 4-6; <b>DUE:</b> Instructional Design Comparison
3	7/9	Instructional Hardware and Software	Weblogs and Wikis	A. (Richardson 2009) Ch(s). 2, 3, 4, 7 <b>DUE:</b> "Permission to Blog" Letter, and "My Blog"
4	7/16	The Internet and Associated Instructional Tools	Web-based Word Processing & Spreadsheets, Creative Writing	Richardson Ch. 8 Prensky Ch(s). 7-11 <b>DUE:</b> Project Plan (Draft)
5	7/23	Assessment Tools	Assessment, Surveys, Polls	Prensky Ch(s). 12-18 <b>DUE:</b> Project Plan (Draft 2)
6	7/30	Learner-centered Methodologies	CamStudio, Audacity, Podcasting, Screencasting	Prensky Ch(s). 19-22 <b>DUE:</b> Video Game Critique
7	8/6	Learner-centered instructional environments	Video, Photo, and Drawing	Prensky Ch(s). 23-27
8	8/13	Ethics & Research; Virtual Learning Environments	Copyright	(Kelly 2008) <b>DUE:</b> Major Project (Learning Space) <b>DUE:</b> Lessons Learned Paper

\*Scim/scan

**Assignments**

Weekly Discussions	10%
Instructional Design Comparison	10%
Permission to Blog Assignment and my Blog	10%
Project Plan (Draft)	5%
Project Plan (Draft 2)	5%
Video Game Critique	10%
Learning Space	50%
Lessons Learned	5%

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Kelly, K. (2008). Better Than Free. Edge - The Third Culture.

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Pyatt, K. (2009). Tips on Using Technology to Enhance a Principal's Performance. The Principal's Companion: Strategies for Making the Job Easier. P. Robbins and H. Alvy. Thousand Oaks, CA, Corwin Press: 165-172.

Rice, J. (2007). "Assessing Higher Order Thinking in Video Games." Journal of Technology and Teacher Education **15**(1): 87-100.

Richardson, W. (2009). Blogs, wikis, podcasts, and other powerful web tools for classrooms. Thousand Oaks, Calif., Corwin Press.

